



# YEAR 6 ASSESSMENTS

**Information for parents**  
**10th January 2023**



# YEAR 6 ASSESSMENTS

The assessments take 2 forms - tests and teacher assessments

- SPAG test - Spelling, punctuation and grammar
- 3 maths tests - 1 arithmetic and 2 reasoning (problem solving)
- Reading comprehension test
- Writing is assessed through teacher assessment throughout the year



# DATES:

Monday 8th May – now bank holiday!

Tuesday 9th May – SPAG

Wednesday 10th May – English Reading paper

Thursday 11th May – Maths papers 1 and 2

Friday 12th May – Maths paper 3



# TIMINGS OF TESTS

SPAG – grammar and punctuation 45 minutes and spelling (20 spellings)

Reading – 60 minutes

Maths Arithmetic – 30 minutes

Maths Reasoning – 40 minutes each



# EXTRA TIME

Some children may qualify for extra time during the SATs.

If we think a child would benefit from extra time, we will apply for it – however there are certain criteria that must be met.

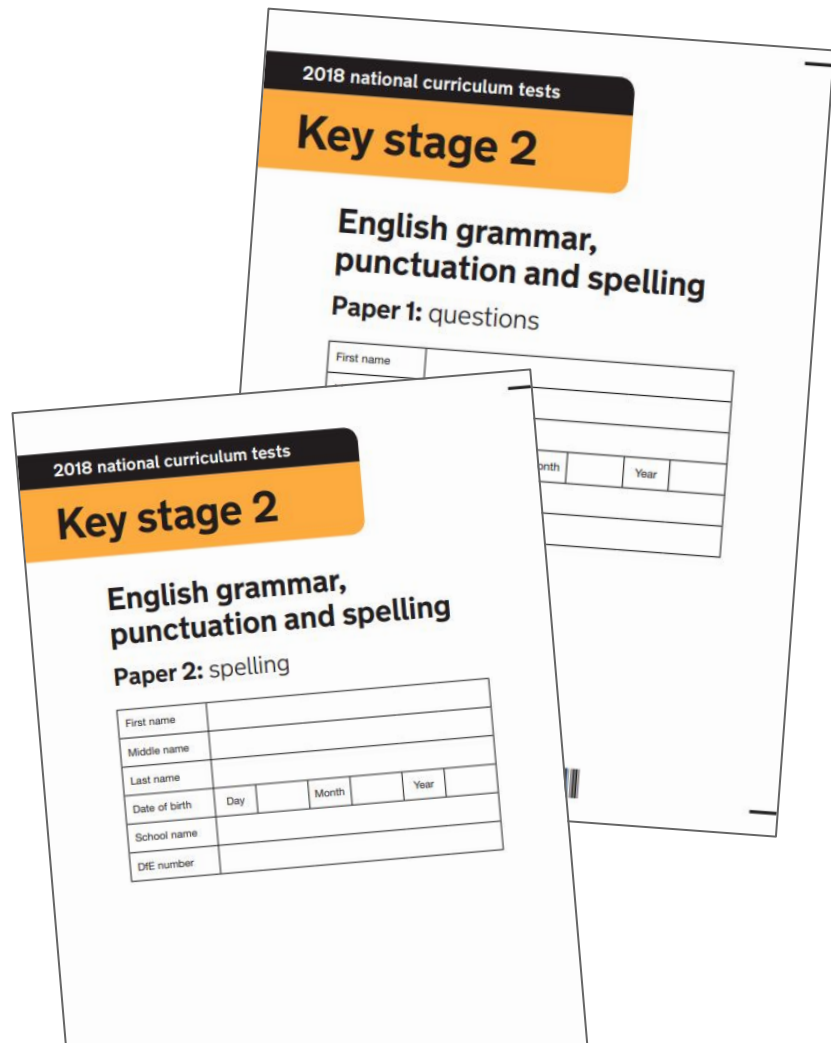
Children who don't necessarily qualify for extra time may complete their tests in a smaller room and be given a break – they will be kept under test conditions.

# SPAG

The SPaG paper is made up of a 45 minute punctuation and grammar paper and a separate spelling paper.

Paper 1 covers a range of punctuation and grammar features taught throughout key stage 2.

Paper 2 is a spelling test of 20 questions. The word will be read out by itself, then within a sentence for context.



# EXAMPLES - SPAG

What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.

Tick **one**.

conjunction ☐

adverb ☐

verb ☐

determiner ☐

Tick the sentence that must end with a **question mark**.

Tick **one**.

Why he went there was a mystery ☐

What he thinks about the problem is  
anyone's guess ☐

When are your cousins expected to  
arrive ☐

How they would get to the match was  
unclear ☐

Draw a line to match each **prefix** to a word to make **four** different words.  
Use each prefix only once.

**Prefix**

im

in

en

mis

**Word**

correct

mature

fortune

able

A lot of the questions in the SPaG paper are multiple choice or matching questions.

There are some which require writing a sentence using punctuation or grammar terms or to provide an explanation of specific terms.

Explain how the **modal verb** changes the meaning of the second sentence.

- 1) Yusuf and his sister go swimming with their dad.
- 2) Yusuf and his sister might go swimming with their dad.

There are 50 questions in paper 1 totalling 50 marks.

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## Spelling task

1. Mum hit her \_\_\_\_\_ with the hammer.
2. The boy had \_\_\_\_\_ keeping up with his elder sister.
3. Add eggs to your cake \_\_\_\_\_.
4. The new laptop is light and \_\_\_\_\_.
5. We put the bread \_\_\_\_\_ in the oven.
6. My favourite subject at school is \_\_\_\_\_.
7. The teacher asked the children to pay \_\_\_\_\_.
8. Raif \_\_\_\_\_ his parents' permission to go out.
9. The astronaut felt \_\_\_\_\_ in space.
10. Raisa was chosen to be a member of the  
school \_\_\_\_\_.

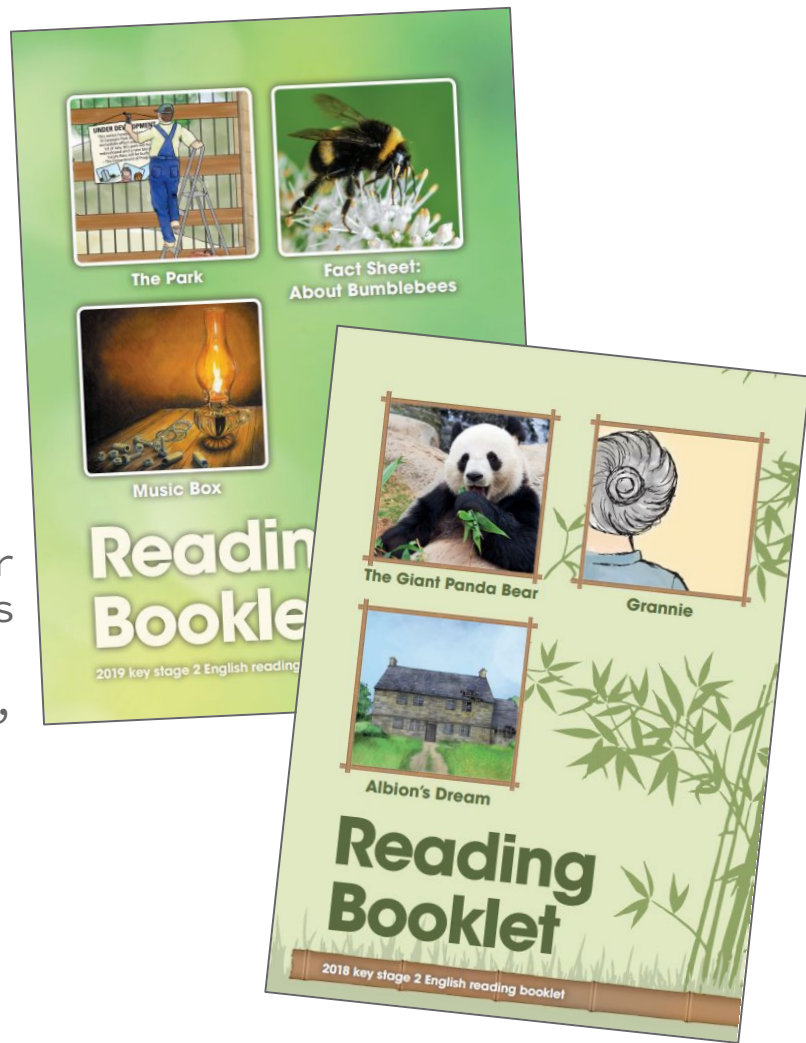
This is an example of what the spelling paper looks like. The teacher administering the spelling test will then read out each word, followed by the word in a sentence, one by one.

# READING

The reading paper is split into 3 sections. Each section is focused on a specific text and could be fiction, non-fiction or poetry. There doesn't need to be an example of each within the paper e.g. the paper could have a non-fiction text, fiction and another fiction text.

The paper is made up of a range of 1, 2 or 3 mark questions to explore the children's understanding of a range of comprehension skills including understanding vocabulary, summarising skills or inference skills.

The questions asked get gradually more complex as the children work through it. The paper is out of 50.



# EXAMPLES - READING

Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen.

The first one has been done for you.

A cub eats bamboo for the first time.

☐

A cub leaves its mother.

☐

A cub develops black spots.

☐

A cub weighs 31 to 36 kilograms.

☐

A cub weighs about the same as an apple.

☐

1

Questions 1–11 are about *The Parsnips* (pages 4–6)

1

Veronika's football team has two names.

What are the **two** names?

1. \_\_\_\_\_

2. \_\_\_\_\_

1 mark

2

What effect did the knock on the door have on Veronika and her family?

\_\_\_\_\_

1 mark

The amount of marks the question is worth varies and is an indicator of the skills needed e.g. this question is a simple retrieval question and is worth 1 mark.

1 mark

Look at the section headed: ***What about the future?***

**Find and copy one** word that shows that helping the giant panda is not easy.

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Some questions ask children to find a copy one word or phrase from the text to show their understanding.

Other questions ask for children to explain what impressions they get using evidence from the text.

1 mark

Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.

1.

2.

3 marks

# MATHS - ARITHMETIC

The arithmetic assessment lasts for 30 minutes and focuses on KS2 arithmetic skills.

There are 36 questions and 40 marks available.

Topics covered:

- Column addition and subtraction
- Fractions, decimals and percentages (four operations)
- Long division (2 marks)
- Long multiplication (2 marks)
- Order of operations.

The arithmetic test is where the children will pick up a lot of marks. We have a focus on this every week on a Friday.

|    |  |  |
|----|--|--|
| 24 | $\frac{1}{8} \div 2 =$   | <div data-bbox="1630 277 1789 345"></div> <div data-bbox="1837 277 1885 321"></div> <div data-bbox="1837 331 1885 353">1 mark</div>  |
| 29 | <div data-bbox="1193 452 1379 484">7 3   3 0 6 6</div> <div data-bbox="1093 594 1151 659">Show<br/>your<br/>method</div> | <div data-bbox="1630 670 1789 738"></div> <div data-bbox="1837 670 1885 714"></div> <div data-bbox="1837 725 1885 746">2 marks</div> |

Long division and multiplication are worth two marks. If they answer the question incorrectly, they may get one mark (they are only allowed to make one arithmetic error).

# MATHS - REASONING

The children have two reasoning tests both are 40 minutes long and focus on how the children can apply their KS2 knowledge in different contexts.

There are 20-25 questions (sometimes more) per booklet and both tests are out of 35 marks.

Some topics covered:

- Measurement
- Four operations (+, -, X and divide)
- Single and multi-step word problems.
- Properties of shape
- Position and direction
- Statistics

The amount of marks per question vary (depending on the difficulty/ amount of steps per question) from 1 mark to 3 marks.

22

You can make green paint by mixing:

- 250 ml of blue paint
- 1,150 ml of yellow paint.

Stefan wants to make some of this green paint.

He uses 750 ml of **blue** paint.

How much **green** paint does he make?

19

A machine pours 250 millilitres of juice every 4 seconds.

How many **litres** of juice does the machine pour every **minute**?

Show  
your  
method

litres

2 marks





# WHAT 'WORKING TOWARDS' (WTS) LOOKS LIKE

| Working TOWARDS THE EXPECTED STANDARD (WTS)   |  |  |  |  |  |  |         |
|---|--|--|--|--|--|--|---------|
| • write for a range of purposes   |  |  |  |  |  |  | Overall |
| • use paragraphs to organise ideas  |  |  |  |  |  |  |         |
| • in narratives, describe settings and characters   |  |  |  |  |  |  |         |
| • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) |  |  |  |  |  |  |         |
| • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly                        |  |  |  |  |  |  |         |
| • spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list                  |  |  |  |  |  |  |         |
| • write legibly.  |  |  |  |  |  |  |         |

For the children to achieve 'Expected Standard', they must meet all the requirements from 'Working Towards and Expected Standard'.

The criteria must be met across a range of pieces and genres.

In front of me I saw a beastly mountain with creepy horns but it ~~was~~ <sup>had</sup> 3 snail eyes. Puzzled I saw rocks that looked like deadly teeth that could thread you to pieces. I could smell something rotting. I carried it to sea to give it a ~~bath~~ <sup>bathe</sup> then I took it back. But when I came ~~out~~ <sup>everything</sup> started to shake. I saw something swoop at me. I ran but it wouldn't stop trying to attack me but I tried climbing in the trees, ~~jumping~~ <sup>jumping</sup> from tree to tree.

The red mountain bleeding down like syrup on ~~pancakes~~ <sup>pancakes</sup> his beady eyes looks like it was going to threaten me. The rocks that looked like teeth were sharper than a knife. The mountain had a huge arch. The rest of the mountain had weird heads. One had a wolf-shaped face but the ~~others~~ <sup>other</sup> had a ghostly glow. My face paled as I saw a rotten mountain head.

Carefully I walked ~~around~~ <sup>like</sup> Never believe Island. I found a tree, it had lost its leaves and it looked <sup>like</sup> it was dying. I tried spraying it with water but nothing happened. It started to decay. It smelled of rotting fish but then I found a snail. It had a creepy <sup>shiny</sup> eye on ~~its~~ <sup>its</sup> shell. I could hear ~~something~~ <sup>something</sup> that ~~sounded~~ <sup>sounded</sup> like a rat. I saw one <sup>little</sup> beady eye but ~~when~~ <sup>when</sup> I looked back at the tree it had shrunk. Oh



## WHAT 'EXPECTED STANDARD' (EXS) LOOKS LIKE

| Working at the EXPECTED STANDARD (EXS)  |  |  |  |  |  |  |  | Overall |
|---|--|--|--|--|--|--|--|---------|
| <ul style="list-style-type: none"> <li>• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> </ul>  |  |  |  |  |  |  |  |         |
| <ul style="list-style-type: none"> <li>• in narratives, describe settings, characters and atmosphere</li> </ul>   |  |  |  |  |  |  |  |         |
| <ul style="list-style-type: none"> <li>• integrate dialogue in narratives to convey character and advance the action</li> </ul>   |  |  |  |  |  |  |  |         |
| <ul style="list-style-type: none"> <li>• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> </ul> |  |  |  |  |  |  |  |         |
| <ul style="list-style-type: none"> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> </ul>   |  |  |  |  |  |  |  |         |
| <ul style="list-style-type: none"> <li>• use verb tenses consistently and correctly throughout their writing</li> </ul>   |  |  |  |  |  |  |  |         |
| <ul style="list-style-type: none"> <li>• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> </ul>  |  |  |  |  |  |  |  |         |
| <ul style="list-style-type: none"> <li>• spell correctly most words from the year 5 / year 6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> </ul>  |  |  |  |  |  |  |  |         |
| <ul style="list-style-type: none"> <li>• maintain legibility in joined handwriting when writing at speed.</li> </ul>  |  |  |  |  |  |  |  |         |

For the children to achieve 'Expected Standard', they must meet all the requirements from 'Working Towards and Expected Standard'.

The criteria must be met across a range of pieces and genres.

## The Jabberwock

As the satisfying breeze from the large forest was flowing through the calm air, birds were tweeting and flying over the towering trees. Scott was marching along the rocky paths of Epping Forest. Accidentally, ~~Scott~~ he tripped over a branch which fell from a dark oak tree.

Realising he was late, he quickly headed to his old Victorian house where he lived with his old grumpy father.

"Welcome home my son."

"Hello father," said Scott gently.

"I have bad news," said his father. "There have been attacks. All the victims of these attacks have giant ~~see~~ scratches on their bodies, which are very peculiar."

"Well, that is weird!"

"There was a witness who saw the attacks.

They have described the attacker as being a giant, furry beast with claws like swords and paws like daggers! \*\* I'm afraid that this beast is the one who killed your mother! "

"I think this beast is the one and only Jabbawock...

I will have to kill him!" shouted Scott heroically. "I will avenge my mother! But first I need information," said Scott nervously.

# WHAT 'GREATER DEPTH' (GD) LOOKS LIKE

| Working at GREATER DEPTH (GDS)   |  |  |  |  |  |  | Overall |
|--|--|--|--|--|--|--|---------|
| • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) |  |  |  |  |  |  |         |
| • distinguish between the language of speech and writing and choose the appropriate register   |  |  |  |  |  |  |         |
| • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this   |  |  |  |  |  |  |         |
| • use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity                            |  |  |  |  |  |  |         |

For the children to achieve 'Greater Depth', they must meet all the requirements from 'Working Towards, Expected Standard and Greater Depth'.

The criteria must be met across a range of pieces and genres.

"So you're sure you'll be alright on your own?" her mother questioned, <sup>eyes</sup> <sup>impatiently</sup> carrying her fingernail with the bite of her teeth. \*absent minded

"For the a-millionth time, yeh," Charlotte answered, rolling her impatient eyes and rhythmically tapping her freshly painted fingernails on the kitchen table.

"Ok, sweetheart, I'll be back by 9:30 at the latest. If anything happens, call me," her mother replied <sup>reassuringly</sup> <sup>measurably</sup>. Due to the harsh breeze outside, the heavy oak door sealed almost immediately. <sup>after her mother left</sup> Charlotte was left alone in the house; this was how she preferred to spend her evenings.

Climbing <sup>to</sup> up the staircase to her room, Charlotte threw open her bedroom window and clambered into bed. The wind stroked her cheek with its invisible fingers and the cool air was a relief.

Needing sound, Charlotte switched on the TV. "Attention everyone," the voice echoed.

"A murderer has escaped from Locksley Prison. He is known to be highly deadly. If you spot him, take caution to not confront him. This ~~has~~ horrific figure has been reportedly seen in the locality and has a hook instead of a right hand." Charlotte had heard enough.

She lived on the outskirts of Locksley; the prison was about a mile or two from her house.

# SATS BREAKFAST!

Every morning of the SATs (Tuesday, Wednesday, Thursday and Friday), the children will be invited for a SATs breakfast served by the school staff!



# REPORTING TO PARENTS

Alongside receiving your child's written report from the teacher at the end of the year you will also receive a printout of your child's SATs results.

## Writing:

PKS - Pre Key Stage  
*(not working within year)*

WTS - Working Towards

EXS - Expected  
Standard

GDS - Greater Depth

## Scaled Scores

For each subject, each one of the paper scores (raw score) will be added together to a final score.

The raw score is converted into a scaled score.

Scaled score 100+ = expected standard.

Scaled score 110+ = Greater Depth

## Example:

Arithmetic - 32/40

Reasoning 1 - 16/35

Reasoning 2 - 18/35

Total: 68 marks (raw score)

68 marks = 101 scaled score

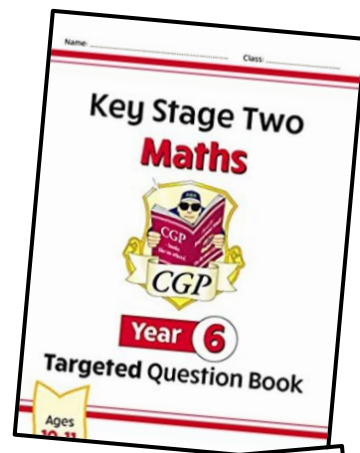


As part of homework, the Year 6 children will now be invited to take home their Maths and English CGP books on a Tuesday. The children enjoy working on these books in school and many have expressed an interest in taking them home to spend a bit more time on them.

We will set the children specific pages to complete over a few days. They should then return the book to school to be marked by the following Tuesday.

As always, this homework is optional, however we strongly encourage our children to work on their CGP books at home.

The CGP books were a big investment for the school and we use them regularly in class. If a CGP book is taken home, please ensure that it returns to the school on the set date so that they can be used in class.



ANY QUESTIONS?